

ABSTRACT

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

BYRD, RUBY J.

**B. A. CLARK COLLEGE, 1971
M.A. ATLANTA UNIVERSITY, 1973**

**THE CORRELATION BETWEEN OCCUPATIONAL ASPIRATION AND
LEVEL OF SELF ACTUALIZING VALUES OF UPWARD BOUND HIGH SCHOOL
SENIOR STUDENTS IN THE SOUTHEASTERN UNITED STATES**

Advisor: Rudolph V. Green, Ed. D.

Dissertation dated May, 1992

The purpose of this study was to determine the relationship between level of occupational aspiration and self-actualizing values of Upward Bound high school senior students in the Southeastern Region of the United States. The Personal Orientation Inventory (POI) was the instrument used to measure self-actualization. The subjects were sixty-six Upward Bound senior students who were enrolled in the 1990-91 academic year program. These subjects were asked to select their career choice. The researcher used the nine digit code system of career levels from the Dictionary of Occupational Titles (DOT) to classify each subject's selection. The subjects were then administered the POI to assess their self-actualizing values. These data were correlated using the Pearson r . The analysis of data revealed that there were statistically significant relationships in three of the fourteen hypotheses tested. They were the relationships between level of occupational aspiration and (1) self actualizing values, (2) feeling reactivity, and (3) synergy.

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THE CORRELATION BETWEEN LEVEL OF
OCCUPATIONAL ASPIRATION AND
SELF-ACTUALIZING VALUES OF
UPWARD BOUND HIGH SCHOOL SENIOR STUDENTS
IN THE SOUTHEASTERN REGION OF THE UNITED STATES

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

RUBY JEAN JACKSON BYRD

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

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The completion of this dissertation is one of the major milestones in my life. The inspiration to undertake this task comes from my deep commitment to the expansion of equal educational opportunity through programs such as Upward Bound.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF ILLUSTRATIONS	vi
LIST OF TABLES	vii
CHAPTER	
1. INTRODUCTION	1
Statement of the Problem	4
Theoretical Framework	10
Definition of Terms	15
Statement of Significance	17
Statement of Limitations	18
Hypotheses	18
2. REVIEW OF THE LITERATURE	21
Abraham Maslow's Theory of Self-Actualization	26
Occupational Classification	30
3. METHODOLOGY	36
Site-Setting	37
Subject Pool	37
Sample	37
Design	37

	Page
CHAPTER	
METHODOLOGY (continued)	
Instruments	38
Personal Orientation	38
Inventory	42
Procedure	42
Research Team	43
Data Collection	44
Data Analysis	44
4. RESULTS	45
Statistical Results	45
Demographic Information	45
Statistical Research for the Hypotheses	48
Statistical Analysis and Findings	54
Summary	68
5. DISCUSSION	69
Introduction	69
Implications and Discussion	70
Summary of Implications and Discussion	74
Recommendations	77
Summary	79

	Page
BIBLIOGRAPHY	82
 APPENDIX	
A. Correspondence	86
B. Career Code Classification	90
C. Consent Form	95

LIST OF ILLUSTRATIONS

	Page
Figure	
1. Maslow's hierarchy of needs	8

LIST OF TABLES

	Page
Table	
1. UPWARD BOUND SENIOR HIGH SCHOOL STUDENTS IN THE SOUTHEASTERN REGION BY AGE AND SEX	46
2. UPWARD BOUND SENIOR HIGH SCHOOL STUDENTS IN THE SOUTHEASTERN REGION BY RACE	47
3. UPWARD BOUND HIGH SCHOOL SENIOR STUDENTS IN THE SOUTHEASTERN REGION BY TYPE OF BACKGROUND (INNER CITY, SUBURBAN, RURALLY ISOLATED AND MOUNTAIN AREAS)	48
4. RATIO SCORES FROM THE POI FOR UPWARD BOUND SENIOR STUDENTS IN THE SOUTHEASTERN REGION	50
5. GENDER RESPONSE BY OCCUPATIONAL CHOICES	52
6. COMPARISON OF NATIONAL AND LOCAL STUDENT PERFORMANCE ON THE POI	53
7. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND TIME COMPETENT (TC)	54
8. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND INNER DIRECTED (ID)	55
9. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND SELF-ACTUALIZING VALUE (SAV)	56
10. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND EXISTENTIALITY (EX)	57
11. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND FEELING REACTIVITY (FR)	58

Table

12. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND ACCEPTANCE OF AGGRESSION (AA)	59
13. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND CAPACITY FOR INTIMATE CONTACT (CIC)	60
14. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND TIME COMPETENT (TI)	61
15. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND INNER DIRECTED (OD)	62
16. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND SPONTANEITY (S)	63
17. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND SELF-REGARD (SR)	64
18. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND SELF-ACCEPTANCE (SA)	65
19. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND NATURE OF MAN (NC)	66
20. CORRELATION STATISTICS BETWEEN OCCUPATIONAL LEVELS AND SYNERGY (S)	67

CHAPTER 1

INTRODUCTION

The purpose of this study was to determine the correlation between level of occupational aspiration and self-actualizing values of Upward Bound Program high school senior students who resided in the Southeastern United States.

Educational opportunity is the hallmark of America. It has, traditionally, represented hope for a better life for both the individual and society. Twenty-six years ago, the President's Committee on Juvenile Delinquency and Youth Crime became the Office of Economic Opportunity Task Force. It was chaired by Sergeant Shriver. This task force influenced President Lyndon B. Johnson to create the legislation that would be known as the Economic Opportunity Act of 1964 and a part of the Great Society's "War on Poverty". The Upward Bound and the Head Start Programs were established by President Johnson. This had a very significant impact on graduate education in this country. Upward Bound was designed to provide the skills and motivation necessary for students from low income and first generation backgrounds to complete high school and enter post-secondary institutions. The Head Start Program assisted students from similar backgrounds as Upward Bound to enter pre-school by providing instruction, tutoring, counseling and balanced meals for breakfast and lunch. Both programs are still in operation today.

The United States' government remained favorably disposed toward increased funding for these programs from 1964 to 1975. However, when President Jimmy Carter began to look for ways and means to streamline the national budget, compensatory educational programs, such as Upward Bound, were the first to receive drastic cuts. In 1978, Upward Bound and other TRIO programs (i.e., Talent Search, Student Support Services, and Leadership Training) joined forces and created the National Council of Educational Opportunity Associations (NCEOA) to serve as the political vehicle to represent their interest in higher education in the Congress of the United States of America. As a result of these efforts, the TRIO Program's budgets were increased from 147.5 million in 1980 to 241.8 million in 1990. TRIO refers to five programs funded under the Higher Education Act of 1965: Educational Opportunity Centers, the Ronald E. McNair Post-baccalaureate Achievement Program, Student Support Services, Talent Search, and Upward Bound. The TRIO programs provide low-income, first-generation and handicapped students the supportive services they need--counseling, basic skills instruction, tutoring, information about college admissions and financial aid--to enroll in and graduate from college. These programs offer disadvantaged students opportunities to escape poverty and dependence and achieve the upward mobility afforded by higher education.

Why did the Upward Bound and other Trio Programs receive such an enormous increase in funds when many other worthy programs suffered drastic dollar-cuts? First, the question of the disenfranchisement of the poor, especially minorities, was of grave concern to many policy makers. Education was viewed, by many in

Washington D. C., as one of the few strategies available to reverse the trends of the last decade which seemed to have been creating a permanent underclass. Therefore, it became clear in the new appropriation cycle, that these programs were principal tools in this strategy. The success rates of TRIO students, as pointed out by Arnold Mitchum (1988), indicated that these students were three times likely to enter and complete post-secondary school than students not enrolled in this program. Second, because of the core group of advocates for TRIO among influential members of the House and Senate, funding was increased for the TRIO Programs.

Upward Bound, a twenty-seven year old federal program designed to generate skills and motivate students from disadvantaged backgrounds, has done a remarkable job in accomplishing its overall mission. However, this researcher was moved to study the senior Upward Bound students' level of occupational aspiration, in correlation to their self-actualizing values, to determine whether all of the program components increased these students' occupational aspirations and brought them closer to the self-actualization process described by Maslow (1962). The subjects used in this study resided in the Southeastern United States.

The self-actualizing values (SAV), of these senior high school students, were the primary focus of this study. According to Maslow (1962), the motive of self-actualization implies that there is an internal and biological driving force to develop one's capacities and talents to the fullest. The individual's central motivation is to grow and enhance the basic self. Activities that are self-actualizing are satisfying, while those that are incompatible with these tendencies may cause frustration (Maslow

1962). Maslow laid the groundwork for his theory of self-actualization by making the assumption that each of us has an intrinsic nature that is good or, at least, neutral. Maslow (1962) proceeded to argue that since this inner nature is good or neutral, it is best to encourage its development.

Based upon years of experience, as an Upward Bound Program Director, this researcher found that Upward Bound students, who resided in the southeastern region, also must first satisfy certain survival skills in order to transcend the hierarchy of needs, as established by Maslow (1962). On many occasions, the researcher has visited the homes of these students and found them living in deplorable conditions. Consequently, it became apparent why students did not function optimally. Many students reside with parents who use drugs and will probably commit any act to obtain them. One parent was indicted for prostitution and another was sentenced to life imprisonment for the murder of his wife. It became more apparent, after several home visits, that the level of self-esteem and self-concepts were very poor because students were desperately trying to overcome obstacles which come with poverty.

Statement of Problem

This researcher sought to determine the correlation between level of occupational aspiration and self-actualizing values for Upward Bound high school senior students in the southeastern region.

The sense of urgency of students and faculty to increase the representation of disadvantaged high school students in higher education was one of the central factors

in the establishment of Upward Bound. During this initial period, several large foundations, such as the Rockefeller and Carnegie Foundations, experienced increases in the number of proposals received from colleges and universities to aid in the development of summer programs and institutes similar to the Upward Bound Program.

The problem of continued justification for increased funding of programs, like Upward Bound, is a national concern. Policies that date back over twenty years have supported broader access to higher education through a substantial investment program that helps students meet tuition and other college expenses.

Efforts were made at the national level to provide instructional and counseling services to these students that would ameliorate the dreadful waste of the nation's youth. Since these Upward Bound students must meet the income eligibility criteria established by the U. S. Department of Education, the problem of program accountability remained a primary concern of this program. The problems of students enrolled in Upward Bound Programs across the nation, especially in the southeastern states, are numerous and tend to overlap. These students are more influenced by short-term goals than long-term goals and often do not remain with programs throughout the senior year (Mitchum 1989). The seniors who do remain have been found to be more unrealistic about occupational choices and setting goals than students from higher income families (Mitchum 1989). Gersick, Galizio and Maisto (1985) suggest that students from families with low incomes are twice as likely to drop out of school as students from mid to upper socioeconomic families. Equally disturbing was

that black students in predominantly white school systems, have attrition rates fifty-percent higher than either white students in white systems or black students in black systems (Astin 1982). Data developed by the National Center for Educational Statistics (1989) were even more alarming. They suggested that, for every ten black males who begin college, only three remain enrolled for the same length of time compared to ten white male cohorts who begin college and six remain enrolled three years later. Part of this problem, of course, stems from the alienation and lack of support which many low-income and first generation students feel, initially, on college campuses. Program services of basic skills instruction, personal counseling, assistance with high school course selection, tutorial sessions, exposure to cultural events, career counseling, and instruction were developed by Upward Bound Programs to prepare students for careers in which persons from disadvantaged backgrounds were grossly under-represented.

Career and occupational selection poses an added problem to Upward Bound senior students who struggle to give basic structure to their lives. Research revealed that, from ancient times, there have been attempts to classify occupations and careers (Hopke 1979). Primitive societies classified workers into two categories: physical laborers and non laborers (such as priests, chiefs, and medicine men). Others talked of a three-class system: peasants, nomads, and the priestly or educated classes (Hopke 1979).

Developing a sound and realistic career plan for students typically served by Upward Bound Programs is a demanding task as compared to their more privileged

counterparts in society in general. First a "working knowledge" of approximately 35,000 occupations in the American "World-of-Work" is formidable. Equally important here is the fact that the typical Upward Bound student has very few career role models with whom he or she can identify except in the limited career range represented in the communities in which they live. However, many youth, from these programs who have succeeded against the odds, were students perceived by faculty to have high positive self-esteem. The purpose of this study was to investigate the correlation between the Upward Bound youth's level of occupational aspiration or career choice and his or her self-actualizing values. Ostensibly, if a person is self-actualizing (thoroughly in tune with positive self-esteem), it is not unreasonable to assume that such a youth might aspire toward "non-traditional" careers at a higher level than usual (Green 1966). Upward Bound students take several tests when they enter the program. These tests are usually of the achievement and aptitude type. Why not assess the self-actualization of these students and their career profiles as well? In order to answer this question, it is necessary to review Abraham Maslow's (1962) concept of self-actualization or "self-actualizing values" as it is used in this study.

According to Maslow's hierarchy of needs (1970), if needs lower in the hierarchy are not met for the most part, then higher needs will not operate (Figure 1). Higher needs lie dormant until the individual has a chance to satisfy immediately pressing lower needs like hunger, thirst, and safety. When the lower needs have been met, then to develop relationships with others to achieve a positive self-esteem, and to

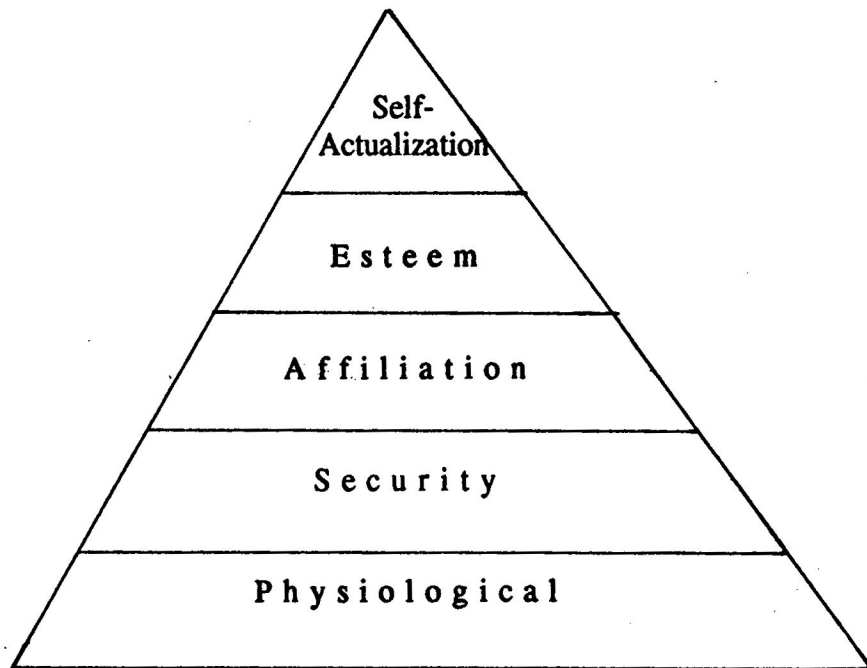


Figure 1. Maslow's hierarchy of needs

produce art, philosophy, or to otherwise realize one's full potential (self-actualization) become important to the individual.

Rather than postulating just one source of motivation, Maslow (1970) acknowledged a multiplicity of need systems. From most to least powerful, the basic needs include the physiological drives, safety needs, belongingness and love needs, esteem needs and self-actualization needs. The preconditions necessary for the satisfaction of these needs include the freedom to speak, freedom to do what one wishes, so long as no harm is done to others, freedom to express oneself, freedom to investigate and seek information, freedom to defend oneself, justice, fairness,

honesty, and orderliness in the group (Maslow 1970). Without these freedoms, basic satisfaction of the above needs is virtually impossible, according to Maslow.

Because Maslow's hierarchy of needs is begun with the satisfaction of the physiological needs of air, food, water and physical comfort, Upward Bound students who are also low income, first generation students often times have difficulty moving from physical needs to safety needs. The major problem here is whether Upward Bound students' self-actualization values impact on their level of occupational aspiration. According to Maslow (1962), an individual's feeling of self worth is dependent upon acceptance and expression of the inner self. American society seems to be changing from an emphasis on achievement to an emphasis on self-actualization, self-control to self-expression, from independence to interdependence, from endurance of stress to a capacity for joy, and from full employment to full lives (Maslow 1970). This country has moved from an achievement oriented, puritanical emphasis to a self-actualizing emphasis on the development of personal resources and experiencing joy and a new sense of fulfillment in one's life. Self-actualization is achieved through relating to other people in time competent and autonomous ways. A person's interpersonal skills form the foundation for his self-actualization (Maslow 1970). Has all the emphasis that has been placed on compensatory programs such as Upward Bound provided the ground work for students to think, in spite of their socioeconomic status, beyond the physiological and safety needs (lower needs) to the higher needs of belongingness, love, esteem and finally to self-actualization? The focus of this study

is on the correlation between self-actualization values and level of occupational aspiration of Upward Bound senior students in the Southeastern region of the United States.

Theoretical Framework

The theoretical framework of this study arises from the roots of the humanistic movement. The theories embodied by the movement tend to assume that human beings are basically good and worthy of respect. Virtually all these theories also postulate the existence of an innate "growth" mechanism within individuals that will move them toward the realization of their potentialities if environmental conditions are right. This growth process has been variously labeled, by its numerous proponents, as the drive toward self-actualization, self-realization, or self-hood (Rogers 1963).

Maslow (1962) acknowledged a multiplicity of need systems rather than postulating just one source of motivation. The objective of Maslow's theorizing about human nature was to establish a scientific ethic, a natural value system, a court of ultimate appeal for the determination of good and bad or right or wrong. He went on to say that human beings have two basic sets of needs that are rooted in their biology. They are the deficiency or basic needs and the growth or meta needs. The basic needs are more urgent than the growth needs and are arranged in a hierarchial order. Maslow (1962) acknowledged that there may be exceptions to this hierarchial arrangement. However, to move toward self-actualization, one must have sufficiently gratified his or her basic needs so that freedom to pursue fulfillment of the higher, transcending meta needs is possible (Maslow 1962).

In every self-actualizing personality there is a hierarchy of need priorities. These are degrees of physiological health in which one must successfully achieve the first degree in order to go to the second degree. Maslow (1970) does not use the word instinct but coins the word instictoid. The assumption here is that this is an innate or inborn capacity within the structure of the organism. Maslow proposes six (6) degrees of need priority which lead to psychological health.

The physiological needs include hunger, thirst, and sex. A man deprived of food for long periods of time would focus his attention on that deficiency. He could think so much about satisfying his hunger, thirst or sexual needs that he begins to dream about food in an obsessive way. According to Maslow (1962), the person described above would become less interested in what other people might think of him and with trying to help others. In short, the person would be less concerned with safety needs, love and belongingness, esteem needs, and movement toward self-actualization. One of the implications of Maslow's theory is that many persons from low socioeconomic backgrounds are not involved in the quest for self-actualization.

Once the physiological needs are satisfied, a set of safety needs is presumed to emerge. This includes needs for security, protection, structure, law, order, limits and freedom from fear, anxiety, and chaos (Maslow 1970).

The needs for belongingness and love tend to emerge once the physiological and safety needs have been satisfied. Like Fromm (1955), in his discussion of the need for rootedness, Maslow (1970) argued that everyone needs to feel wanted and accepted by others and especially students from Upward Bound family backgrounds.

Some find gratification of these needs through friends, others through family life, and still others through membership in groups and organizations. Maslow (1970) further contends that without these ties one would feel rootless and lonely. Mature love is concern for the welfare of others. Maslow's conceptualization of love as a deficiency need is a selfish concern with seeking love from others. Maslow (1970) termed it D-love or deficiency love. once this need is relatively gratified we become capable of loving others in the sense that Fromm (1955) proposed. Maslow (1970) called this type of love B-love or being love, becomes possible in Maslow's system only when the basic needs have been sufficiently gratified and the person is moving toward self-actualization.

Research by Dietch (1978) provides support for some of Maslow's ideas about mature love. Dietch (1978) found that college men and women who scored higher on a test of self-actualization were more likely to have been truly in love with at least one person during the past three years than students who scored lower. Dietch (1978) also found a positive correlation between the capacity for mature love and self-actualization in this sample of students. In addition, Dietch (1978) found that, among students who reported that their relationships had broken up, there were higher scores in self-actualizing tendencies and thus these individuals were less resentful toward their former lovers than students who were less actualizing.

Esteem needs are the last of the basic urges to emerge. Maslow (1970) divided them into two sets: esteem based on respect for one's own competence, independence, and accomplishments and esteem based on evaluation from others. Esteem, in this

latter sense, is best seen in our striving for recognition from others and in attempts to secure status, fame, dominance, importance and appreciation (Maslow 1970).

Maslow (1970) maintained that individuals become sick when these needs are thwarted. Maslow (1970) further believed that self-esteem should be based on actual competence and adequacy at the task rather than on praise or criticism from others.

Once the basic needs in Maslow's hierarchy have been sufficiently gratified, the needs for self-actualization and cognitive understanding become salient. There is a desire to know and understand phenomena that go beyond events associated with gratification of basic needs. Discovery of one's abilities brings happiness, but it also brings fear of one's responsibilities and duties (Maslow 1970).

Maslow (1962) felt there were fifteen (15) most salient characteristics of a fully self-actualized personality:

1. Oriented realistically, efficient perception good judge of others and quick to judge them.
2. Accept selves, others, and the world for what they are not for what they wish they would be.
3. High degree of spontaneity, act natural, may appear unconventional.
4. Problem-centered, not self-centered, work on problem not self, not very introspective.
5. Inclined to be detached, great need for privacy at times not entirely dependent on others, can amuse self, can detach self and concentrate alone.
6. Autonomous within self and independent, depend on self.
7. Fresh appreciation of people and world, not dulled... not "I've been there before," but "Every sunset is as beautiful as the first."

8. Somewhat mystical or profound inner experiences, seem out of this world at times.
9. Identify strongly with fellow man, have older brother personality, want to help, interested in man's welfare.
10. Deep and intimate relationships with only very few, have special friends, or small circle of friends, highly selective in friends, give absolutely to them, easily touched and moved by children.
11. Strong democratically oriented values, can relate and learn from rich and poor, acquaintances' class, race or position not important.
12. Understand the difference between means to achieve a goal and the rightful ends to be achieved, strong ethical and highly moral, focus on ends and purposes.
13. Philosophical and whimsical, inner-motivated sense of humor, does not laugh at cruelty.
14. Tremendous capacity to be creative, one of most universal capacities in all self-actualized people, not special talents but new touches to life.
15. Swims against mainstream, very open to new experiences, resistant to conformity.

Maslow (1970) did not feel that one must possess a high degree of intelligence to accomplish the fifteen above items. It may help but it is not essential. Neither did Maslow (1970) feel that one must be perfect and follow the Scott Code of loyalty, faithful, reverent obedience, etc. The self-actualized man is not completely happy or successful or extremely well adjusted. The self-actualized person has simply self-actualized his own personality to the best of his ability (Bischof 1970).

Definition of Terms

The terms listed in this section are germane and highly significant to the readers' understanding of this study. Please note that self-actualization, self-realization and self-actualizing values will be used synonymously throughout this study.

Acceptance of Aggression (A): This person accepts feelings of anger or aggression.

Belongingness: These needs begin the higher order needs.. The human personality wants security; and, because he is brought up by his fellow man, he wants to belong to that group that helped to rear him.

B-love: Being loved; a mature form of love in which the person is more concerned with giving love to benefit others than in receiving love from others for gratification of his or her needs.

Capacity for Intimate Contact (C): This person has warm interpersonal relationships.

Correlation: The statistic used to describe the direction and magnitude of the relationship between two variables.

Dictionary of Occupational Titles (DOT): The most widely used occupational classification system published by the United States Department of Labor and contains information on approximately 35,000 jobs.

D-love: Deficiency love; a selfish love in which the individual is concerned more with receiving love and gratifying his or her needs than with giving love to another.

Existentiality (EX): A person who is flexible in application of values.

Feeling Reactivity (FR): A person who is sensitive to one's own needs and feelings.

First-generation: Students from backgrounds where the parent that the student currently resides with has not completed a four year degree.

Inner Directed (ID): A person who is independent and self- supportive.

Love needs: The desire to love someone else and be loved in return.

Low-income: That income established by the U.S. Department of Education that is considered taxable income as provided in chart form on an annual basis.

Nature of Man Constructive (NC): This person sees man as essentially good.

Other Directed (O): A person who is dependent and seeks support of others' views.

Personal Orientation Inventory (POI): An inventory designed to measure the self-actualizing values of the individual.

Physiological needs: These are needs for air, food, water and physical comfort, which must be met before the next needs can be approached.

Safety needs: The second level of needs where persons must feel free from threat to their lives. Individuals avoid harmful or painful incidents.

Self Acceptance(SA): This person is one who has acceptance of self in spite of weaknesses.

Self-Actualization: The process postulated by Maslow as involving the healthy development of the abilities of people so that they can fulfill their own true nature. The self actualizers are persons who have gratified their basic needs and developed their potentialities to the point that they can be considered healthy, fully functioning human beings.

Self-Actualized person: An individual who has gratified his basic needs and developed his potentialities to the point that they can be considered healthy, fully functioning human needs.

Self-Actualizing Values (SAV): A person who holds values of self-actualizing people.

Self-esteem needs: Man wants to know that he is worthwhile, then he can master something of his environment and that he is recognized for such endeavors.

Spontaneity (S): A person who is able to freely express feelings.

Synergy (SY): This person is able to see opposites of life as meaningfully related.

Time Competent: A person who is realistic and lives in the present.

Time Incompetent (TI): A person who lives in the past and/or future.

TRIO Programs: All of the Upward Bound, Talent Search, Student Support Services, Educational Opportunity Centers, leadership training, Ronald E. McNair Post-baccalaureate and Upward Bound Math and Science Programs funded under Title IV of the Higher Education Act of 1965.

Upward Bound: One of the oldest TRIO Programs, Upward Bound, is a highly successful college based program of rigorous academic instruction, individual tutoring and counseling for low-income, first-generation high school students who meet on the college campus Saturdays during the academic year and daily during the summer program.

Statement of Significance

The current study can be used by Upward Bound Programs at all levels to determine whether or not all of the activities of an Upward Bound grant can assist program recipients to become self-actualized individuals.

Self-actualization simply means that the person feels good about himself and, in spite of his socioeconomic status, can achieve his highest potential. It reduces the anxiety levels and negates the inferiority complex of many of these low income students. The correlation of these values with overall program performance will be an excellent counseling tool for projects to use in further assessing the career goals and occupational choices of their students.

Statement of Limitations

Limitations of the current research included the following:

1. Control of the distribution of the POI and the administration of the inventory. The researcher had to rely upon the cooperation of

Upward Bound Program counselors and directors in the administration of the POI.

Students were inventoried in different geographical locations because this is a regional study.

2. Findings will be limited to Upward Bound high school senior students who reside in the southeastern region of the United States.
3. Inventory accuracy in measuring self-actualized values. One primary recurring problem with the POI is that subjects can deliberately fake their responses in ways designed to elicit positive impressions from others (Rychman 1985).
4. The extent to which the subjects responded honestly to the POI.

Hypotheses

The hypotheses of this study sought to determine the correlation between levels of occupational aspiration and self-actualizing values of Upward Bound high school senior students who reside in the southeastern region of the United States. Fourteen null hypotheses were tested in this study and are listed as follows:

- Ho¹: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Time Competent (TC) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho²: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Inner Directed (ID) Upward Bound high school senior students in the southeastern region of the United States.
- Ho³: There is no statistically significant correlation between the level of occupational aspiration and the Self-actualizing Value of (SAV) of Upward Bound high school senior students in the southeastern region of the United States.

- Ho⁴:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Existentiality (EX) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho⁵:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Feeling Reactivity (FR) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho⁶:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Acceptance of Aggression (AA) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho⁷:** There is no significant correlation between the level of occupational aspiration and the self-actualizing value of Capacity for Intimate Contact (CIC) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho⁸:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of the Time Incompetent (TI) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho⁹:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Other Directed (O) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho¹⁰:** There is no statistically significant correlation between the level of occupational aspiration and Spontaneity (S) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho¹¹:** There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Self-regard (SR) of Upward

Bound high school senior students in the southeastern region of the United States.

- Ho¹²: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Self-acceptance (SA) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho¹³: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Nature of Man (NC) of Upward Bound high school senior students in the southeastern region of the United States.
- Ho¹⁴: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Synergy (SY) of Upward Bound high school senior students in the southeastern region of the United States.

CHAPTER 2

REVIEW OF THE LITERATURE

For many Americans a college education is considered an automatic expectation. For too many, post-secondary education seems like an impossible dream. The barriers to equal educational opportunity are multiple. In addition to economic barriers, there are class, social, racial and cultural barriers that limit access to higher education. Many low-income young people and their parents simply do not know what most middle income and college educated families take for granted about the value, advantages, availability and the requirements of post-secondary education. Fortunately, the Higher Education Act of 1965 established a series of programs designed to help students overcome these kinds of class, social, economic, and cultural barriers to higher education. One of these programs was Upward Bound that had as its primary goal to provide a comprehensive array of information, counseling, academic instruction and other supportive services to disadvantaged, though able, high school students. These programs provided opportunities where there were none and opened channels that had been closed to the deserving poor.

Eighteen Upward Bound Programs were piloted during the summer of 1965. These eighteen pilot programs enrolled 2,000 students during this summer and 1200 students were provided some level of follow-up services during the 1965-66 academic year. The critical conclusions drawn from the 9,962 summer program participants

were used to strengthen them and to further the development of this national effort (U.S. Office of Economic Opportunity 1965).

The success of the pilot programs in 1965, regarding the recruitment of students and the receptiveness of the campuses, encouraged the expansion of the programs from 18 to 220 and the number of students from approximately 2,000 to 20,000. During the first several years of Upward Bound Programs, high percentages of students were admitted to college with financial aid packages (Billings 1968).

The Institute for Services to Education (1968) summarized the features of successful 1965 pilot Upward Bound Programs. The basic thrust of this report stressed that programs should have two essential goals: (1) prepare students for admission to college and (2) stimulate interest and motivation through the help of qualified staff and offer programs adapted to the student's individual learning needs (Hunt and Hunt 1966).

In July of 1973, the United States Office of Education (USOE) contracted with the Research Triangle Institute (RTI), of North Carolina, to evaluate the 333 regular Upward Bound Programs operating in 1973-74. Fifty-four Upward Bound programs were randomly selected after stratification for type of institutions and student ethnicity. All of the students in the 54 sample projects were in grades 10, 11, and 12, totaling 3,710 participants.

The comparison group was selected from an average of two feeder high schools for regular Upward Bound Programs. Although only two high schools were selected to provide new program participants as the control group, they were

representative of Upward Bound students chosen to participate in the experimental group. A total of 2,340 nonparticipant students was selected after stratification for ethnicity, low-income status, grade level, and academic risk. The initial (base year) study produced these major findings (U.S. Office of Education 1974).

1. Upward Bound appeared to be serving the appropriate kinds of students.
2. The students were generally positive about their program experiences and were incorporating project objectives into their own behavior and self-concept.
3. There was no apparent correlation between Upward Bound participation and improvement on measures of academic performance in high school.
4. Upward Bound applicants received better offers of financial aid from post secondary education institutions.
5. Many program directors expressed the need for more assistance, monitoring, feedback and direction from the central and regional monitoring offices.

A follow-up study was conducted by the Research Triangle Institute between October of 1976 and September of 1977 to gather data on the educational progress and persistence of these same students as related to the extent of prior Upward Bound participation. The study also evaluated student expectation, problems, and program effects (Mitchell 1982).

Follow-up data were collected during the 1977 academic year and was compiled through the use of telephone interviews and mail surveys. Other data were collected from the base year study (1973-74) master file, a post-secondary institutional data file, and USOE records. The overall response rate was 71% and the data were

representative of 95% of the original sample of 54 programs. The data were generally accepted as reliable and within reasonable tolerance levels.

Young and Exum (1982) conducted an evaluation of an Upward Bound Program that served students in northern Iowa and southern Minnesota. It focused on measuring whether the programs were meeting their intended objectives and whether these were measurable indices of achievement development for the participants. The study participants were thirty-four Upward Bound seniors who were pretested using the California Achievement Test (CAT) 1977 for grades 9 through 12. Minority students were represented in the study and made up approximately 15% of the standardized sample. The program results clearly indicated academic development across language arts and the quantitative skill areas and the findings were very positive. These findings support the reports on the Upward Bound Program and Research Triangle Institute in 1977 and 1979 (Young and Exum 1982).

On March 18, 1983, the General Accounting Office (GAO) issued a report on Upward Bound which concluded that "It is unclear whether the program is achieving its intended purpose of generating in disadvantaged students the skills and motivation necessary for success in post-secondary education." This conclusion was based on (1) concern regarding dropout rates; (2) difficulty encountered in interpreting academic skill level gains; and (3) project failure to track graduates' performance in college.

However, GAO qualified its conclusion by noting that staff and time constraints had imposed limitations on the study which prevented GAO from projecting its findings to other Upward Bound projects with any statistical validity. It also noted

that its findings conflicted with the findings the major study of Upward Bound, Conducted by the Research Triangle Institute at the University of North Carolina, which was statistically valid and commissioned by the Department of Education.

Upward Bound Programs in the southeastern United States serve students from the poorest pocket of the nation. Many of the enrollees are from families where not only are the students the first generation to attend college, they also are the first to complete high school. In the tobacco farm areas of North Carolina, classrooms are sometimes practically empty because students must work in these fields to help sustain their livelihood of large family structures. In the rice fields and soy bean farms of South Carolina, students perform similar agricultural harvesting tasks. Students from rural Georgia, Alabama, and Mississippi still tend to crops in cotton fields, peach orchards, tobacco, and soybean farms. Other participant students work in large lumber yards and any type of manual and cheap labor available. Many of these students' families are still sharecroppers.

In March 1990, persons, twenty-five years old and over living in the South, were less likely to be high school graduates than persons in the Northeast, North Central and Western regions. Even though the South had proportionally fewer high school graduates compared with other regions, the south did experience a greater increase from 1970 to 1979 than the national average. Forty-seven percent (47%) of white persons residing in the southern region of the United States completed four or more years of college, compared to the 26.6% of black persons residing in the same region (Educational Attainment 1990).

In spite of the grim picture painted by the aforementioned statistics, Upward Bound students were found to be entering and completing four year institutions in significantly increased numbers.

Abraham Maslow's Self-Actualization

Maslow laid the ground work for his theory of self-actualization by making the assumption that each of us has an intrinsic nature that is good or, at the very least, neutral (Maslow 1962). Maslow proceeded to argue that since this inner nature is good or neutral it is best to encourage its development. Further, he maintained that healthy development is likely only in a good society. In this theory of humanistic biology, such as this society would be one that offers all the necessary raw materials and then gets out of the way and stands aside to let the organism itself utter its wishes and demands and make its choices (Maslow 1970). If the environment is restrictive and minimized personal choice, the individual is likely to develop in neurotic ways because this inner nature is weak and subject to central environmental forces. He believed that the tendency, although weak, remains and continuously presses toward actualization (Maslow 1962).

The objective of Abraham Maslow's theorizing was to establish scientific ethics, a natural value system, a court of ultimate appeal for the determination of good and bad, of right and wrong (Maslow 1962). He believed that our inner nature would be governed by this ethic in traditional appeals to moral authority. These ideals would serve as guides for human conduct. This inner nature would govern our personality

and dissuade us from inner connections. Presumably, we would be able to cast out this evil in ourselves.

In every self-actualizing personality, there is a hierarchy of need priorities from most to least powerful. The preconditions necessary for the satisfaction of these needs include the freedom to speak, freedom to do what one wishes so long as no harm is done to others, freedom to express oneself, freedom to investigate and seek information, freedom to defend oneself, justice, fairness, honesty and orderliness in growth. Without these freedoms, basic satisfaction of the needs is virtually impossible (Maslow 1970).

Maslow proposes six degrees of need priority which lead to psychological health. They are physiological needs, safety needs, belongingness, love, self-esteem and self-actualization according to Bischof (1972).

In explaining these six needs, Maslow felt that achieving one level drives a person to the next higher level. However, an unsatisfied need, at the lower end of the structure, will dominate the higher human need. The physiological and safety needs are of the lower end of this structure. He believed the first two levels have been highly overemphasized by most personality theorists. The ultimate and achievable nature of man is to operate at the upper levels and especially the self-actualization level (Bischof 1970).

One of Maslow's most important points is that human behavior is not a question of normality or dichotomy between good and bad behavior but is essentially a question of self-fulfillment. Thus, what is normal is an inner ability to make oneself

the best and fullest possible personality that he is able to create (Lichert and Spiegler 1970).

To discover the distinguishing characteristics of self-actualizers, Maslow reported selecting the best specimen of humanity he could find from his friends and acquaintances and from among various public and historical figures. These individuals were selected for intensive study because, according to Maslow, none showed neurosis, psychopathic personalities, or psychosis, and all had self-actualization tendencies. After extensive analysis of these individuals' lives, he found that actualizers have a more efficient perception of reality than non-actualizers. They were more capable of perceiving the truth in many different situations; more capable of detecting dishonesty and fakery in others and less guided in their judgements by stereotypes and prejudices (Maslow 1970). Maslow (1970) found that actualizers show a greater acceptance of themselves, others and nature than non-actualizers. He also found that actualizers recognize their own shortcomings and those of others, but they do not feel excessively guilty or anxious about them. Maslow (1970) found that actualizers tended to be hearty in their appetites and enjoyed themselves without regret or shame. They slept well, enjoyed sex without inhibitions, and were not ashamed of their biological functionings--urination, defecation menstruation, pregnancy, and growing older.

Actualizing people are more problem-centered than non-actualizers. They are more concerned with understanding tasks that will benefit others. They tend to be "ruled by the laws of their own character rather than by the rules of society (Maslow

1970). His roots of the humanistic movement also are found in the writings of Rogers (1979), May (1979), Jung (1963), and Fromm (1955).

There is also, within each of us, an innate motivation called the actualizing tendency (Rogers 1979). He conceptualized it as an active and controlling drive toward fulfillment of potentialities. The actualizing tendency has both biological and psychological aspects to it (Rogers 1979). The biological aspect includes drives aimed at the satisfaction of needs essential for our survival--the need for water, food and air. Psychological aspects involve the development of potentials that make us more worthwhile humanitarians. The self-concept is a central concept in Roger's theory.

May (1979), like other humanistic psychologists, seems more concerned with the development of a mood of positive growth as a means of alleviating human suffering. According to May (1979), feelings of anxiety stem from loneliness and emptiness. It is not simply an unpleasant feeling; it is the human being's basic reaction to a change to his existence, or to some value he identifies with his anxiety." Movement toward realization begins with awareness of potentialities as we strive toward becoming full humans (Carkuff 1981).

The existential-humanistic views of Maslow, Rogers, May, and Fromm focus on men and women as people who are empowered to act on the world and determine their own destinies. The focus of control and decision lies within the individual, rather than in past history or in environmental determinants. The Upward Bound student who is aspiring to complete high school and enter post-secondary programs

must draw from the same inner strengths that are discussed in the existential-humanistic view.

Rogers (1979) stressed that the individual could take charge of life, make decisions, and act on the world. Undergirding this faith is a world view that believes that people are practical (Lukas 1984). Self-actualizing people enjoy life thoroughly in all its aspects. Lukas (1984) supported Carl Rogers' client-centered theory, an idea that health may ultimately be defined as experiencing one's fullest humanness.

Gendlin (1990) summarizes the importance of the existential-humanistic movement. The existential-humanist sees beauty, opportunities, and alternatives. A humanistic choice is one which is positive and directed toward a possible future (Gendlin 1990). It is a philosophy that defines humankind and conceptualizes people as making their own choices and decisions (Gendlin 1990). Martin Baker (1987) concurs with Gendlin on humanism as any philosophy which recognizes the value of dignity of man and makes him the measure of all things. The person who adopts the existential-humanistic position has made an intentional commitment toward what is positive and possible in human relations.

Occupational Classification

Upward Bound students, in the southeastern region of the United States, must choose an occupation and a career pattern from among the thousands of existing possibilities. The Dictionary of Occupational Titles (DOT) lists over 35,000 jobs. New jobs are created each day and obsolete jobs are replaced with current ones. One of the prime differences in occupational alternatives relates to levels and kinds of

education or training (Herr & Cramer 1988). One must recognize the relationship between level and kind of education and level and kind of work. The American society has become more sophisticated, in the classification of occupations for various purposes. Listed below are some of the major classification systems (Hart 1962).

1. By industry as in the census classification
2. By socioeconomic group, for example blue collar, white collar and lower, middle and upper.
3. By ability and/or aptitudes
4. By occupation; the DOT is used in this method
5. By interests the United States Employment Service (USES) operationalizes the worker trait by occupational group. Concept in terms of basic occupational interest (Droze and Padgett 1979) which are now used in the U.S. Department of Labor's Guide to Occupational Exploration.
6. By field and level Anne Roe's two-dimensional classification by right fields of interest and six levels of occupations.
7. By field, level and enterprise--Super (1957) suggested adding a third dimension to Roe's schema to indicate the enterprise or the general setting where work is performed.
8. By income--The range of income within occupational groups is so wide as to make classification on this meaningless (Herr & Cramer 1988).
9. By type of work--This type of classification can take many forms, trying from dichotomies such as physical/nonphysical to the more sophisticated descriptions of people-data-things activities.

10. By educational or occupational prerequisites again, the DOT system of classifying occupations according to educational level is a good example of this type of taxonomy.
11. By occupational duties performed the DOT presents occupational descriptors, the tasks performed by persons in the occupation.
12. By life span--occupations can be classified according to such as dimensions as early-entry, early-learning.
13. By reward--rewards may be financial, honorific, working conditions or a combination of these factors.
14. By age--(Kaufman and Spielman 1982) have demonstrated that the majority of detailed census occupations conform to one of five basic age profiles.
15. By environment--people can be categorized as one of six types - realistic, intellectual, social, conventional, enterprising, and artistic.

The most widely used occupational classification, employed in the United States, is the Department of Labor's Dictionary of occupational Titles (Herr and Cramer 1984). The DOT was first issued in 1939 to meet the needs of the public employment service to standardized occupational information in order to facilitate job placement, employment counseling, career guidance, labor market projections, and personal power accounting. Subsequent editions of the DOT appeared in 1949 and 1965. The fourth edition was published in 1978.

The fourth edition contains information relating to approximately 35,000 jobs. All jobs in the fourth edition of the DOT were designated by a nine-digit number. The first of the nine digits referred to an occupational category, of which there were nine. The nine occupational categories were divided into 82 two-digit occupational

groups. The middle three digits of the nine-digit code number referred to worker traits. The final three digits of the nine digit code indicated the alphabetical order of titles within the six-digit code group.

Of relevance to this study is the DOT's hierarchial ranking of jobs. Jobs are also classified according to levels on a scale from one (professional and technical careers such as a physician that require considerable post-secondary training) to nine (jobs that require little formal professional or technical education such as a laborer).

CAREER CODE CLASSIFICATION

The fourth edition of the **Dictionary of Occupational Titles (DOT)**, developed by the U.S. Department of Labor, uses a nine-digit carer (or occupational) code (for example, 191.267-010). Together, these nine digits provide and identification code for a particular career which differentiates it from all others (Dillard 1985).

These broad categories are listed as follows.

- 0/1 Professional, technical, and managerial careers
- 2 Clerical and sales careers
- 3 Service careers
- 4 Agricultural, fishery, forestry, and related careers
- 5 Processing careers
- 6 Machine trade careers
- 7 Bench work careers
- 8 Structural work careers
- 9 Miscellaneous careers

People demonstrate their personal orientation in the selection of a career. Each person has stereotypes or certain perceptions of various careers which are emotionally and socially important to that person. A person's choice of and satisfaction from a career rest largely on whether there is a high agreement between

that person's orientation and the work environment. The closer the agreement, the greater the chance for career attainment, career satisfaction, and personal stability (Holland 1985).

Career choice is closely associated with personal needs. People select careers to fit social, physical and mental needs (Hoppock 1988). Career choices are internalized by one's needs, but only in proportion to each need's relative strength. Maslow's hierarchy may describe how needs often influence career decisions. A person who is unemployed with children concentrates more on his family's lower-order needs than their higher-order areas. This individual is likely to choose work which will satisfy the survival needs and less concerned with self-fulfillment, creativity or status.

There are many theories of occupational choice and career development. The provision of occupational information implies a belief that decisions are influenced by what the client knows about occupations. Caplow (1984) reviewed the evidence from sociologic research on occupational choice and concluded that error and accident often play larger parts than the subject himself is willing to concede. Realistic choices, typically, involve the abandonment of old aspirations in favor of more limited objections. Not until late in his career will the average man be able to sum up his total expectations with some degree of finality and measure them against his remaining aspirations so as to arrive at a permanent sense of frustration, a permanent glow of complacency, or an irregular oscillation from one to the other (Caplow 1984).

Davis, Lofquist and Weiss (1991) formulated the theory of work adjustment. Each individual seeks to achieve and maintain correspondence with his environment. Work represents a major environment to which most individuals must relate. The continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with his work environment is called work adjustment.

Forer (1978) found the explanation of occupation choices largely in the personality and the emotional needs of the individual, often operating consciously, primary reasons for selecting a particular vocation are unconscious in the sense that when the individual is pressed to elaborate beyond the superficial motivational of economic advantage and opportunity, he is forced to admit that he does not know why; he simply has to build bridges or can't stand paper work. These activities have immediate appeal or distaste for him. Selection of a vocation, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development.

CHAPTER 3

METHODOLOGY

This study was designed to examine the correlation between occupational aspiration and self-actualizing values of Upward Bound high school senior students in the Southeastern United States. The study began on January 7, 1991, and concluded on March 17, 1991. The study incorporated the use of correlation research methodology. The investigation employed a survey design in which the researcher administered a check list of the nine digit code of level of occupations taken from the Dictionary of Occupational Titles to a sample of 66 Upward Bound high school senior students in the Southeastern Region of the United States. Using the Pearson Product Moment Correlation Coefficient, the researcher tested the significance between variables stated in the fourteen null hypotheses.

Site-Setting

The setting for this study was the Southeastern region of the United States. The population of 255 senior high school students was enrolled in the 1990-91 Upward Bound academic year program.

Eight states comprise this region. They are Alabama, Georgia, Florida, Mississippi, North Carolina, South Carolina, Kentucky, and Tennessee. The site for the study was all Upward Bound Projects in the southeastern region of the United States where senior level students were enrolled during the 1990-91 academic year.

They received instruction, counseling, tutoring, and extra-curricular activities from approximately fifty professional and support staff members.

Sampled Subject Pool

The sampled subject pool for this study consisted of 255 senior Upward Bound students currently enrolled in the Southeastern Region. Special attention was given to senior students because of the level of sophistication that should have been acquired relative to levels of occupational aspirations through the various counseling components of the program design of each Upward Bound Project.

Sample

The sample for this study consisted of 85 senior Upward Bound students randomly selected from one-third of the total population of 255 senior students. Each project director submitted a list of their Upward Bound senior students in the region to the researcher. However, only 66 students responded to the survey that was sent to them. Using the table of random numbers, the first 85 students with numbers corresponding to the random table were selected for the study. Each person had an equal opportunity for selection.

Design

The research methodology of this study employed the descriptive survey design. Descriptive research involved collecting data in order to test the fourteen hypotheses or answer questions concerning the current status of the subjects of the

study. According to Milner (1980), a descriptive study determines and reports things the way they are.

Instruments

There were two instruments used in this study, the Personal Orientation Inventory (POI), a comprehensive measure of values and behavior seen to be of importance in the development of self-actualizing persons and the personal data sheet used to collect demographic information and career selections of each subject.

Instrument I: The Personal Orientation Inventory (POI)

Self Actualizing values were measured by the Personal Orientation Inventory (POI), designed by Everett Shostrom and published by the Educational and Institutional Testing Service in 1964 and 1967. This instrument consists of 150 two-choice comparative values, behaviors and judgements. Two major portions and ten subscales constitute the entire instrument. Items are scored twice, first for two basic scales of personal orientation, inner directed support and time competence. The ten subscales that complete this inventory are:

1. self-actualizing values
2. existentiality
3. feeling reactivity
4. spontaneity
5. self-regard
6. self-acceptance

7. nature of man
8. synergy
9. acceptance of aggression
10. capacity for intimate contact

The time and support ratio scores cover two major areas important in personal development and interpersonal interaction. The support scale measures whether a subject's mode of reaction is self oriented or other oriented (Educational and Industrial Testing Service 1963). The inner or self-directed subject is guided by his own principles and motivations while other-directed subjects are easily influenced by peers and others. The ratio scale scores measure the degree to which the subjects live in the present as compared to the past or future. The scale scores are reflected in Time Competent (TC) verses Time Incompetence (TI) and Other Directed (O) verses Inner Directed (I). The Time Competent subject lives in the present with full awareness, contact and full feeling reactivity. Time Incompetent subjects live in the past, with guilt, regrets and resentment or in the future with idealized goals, plans, expectations and fears. The self-actualizing subject is not perfect and lives in the present, past and future.

The ten subscale scores are intended to reflect a facet important in the development of the self-actualizing person. These scales are divided into five categories--Valuing, Feeling, Self Perception, Synergistic Awareness, and Interpersonal sensitivity. These five subscales were described in the following manner:

1. The Valuing subscales are Self Actualizing Value (SAV) which measures affirmation of primary values of self actualizing people, and Existentiality (EX) which measures the ability to situationally or existentiality react without rigid adherence to principles.
2. The Feeling Subscales are Feeling Reactivity (FR) which measures sensitivity of responsiveness to one's own needs and feelings, and Spontaneity (S) which measures freedom to react spontaneously or to be oneself.
3. The Self Perception subscales are Self Regard (SR) which measures affirmation of self because of worth or strength, and Self Acceptance (SA) which measures affirmation or acceptance of self in spite of weaknesses or deficiencies.
4. The Synergistic Awareness subscales are the Nature of Man, Constructive (NC) , which measures the degree of the constructive view of the nature of man, masculinity, femininity; and Synergy (SY), which measures the ability to be synergistic to transcend dichotomies.
5. The Interpersonal Sensitivity subscales are Acceptance of Aggression (a) , which measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression and Capacity For Intimate Contact (C), which measures the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

The inventory has been used with early high school age subjects, extending down to the 13 year old level, without any apparent, unusual difficulties interpreting the items. It has also been administered to groups with less than a high school education (EDITS 1963).

Much of the early work with the POI was concerned with establishing its reliability and validity as a research instrument. Test-retest reliability for various samples was satisfactory, although the coefficient for certain subscales is low to moderate in certain studies (Ilardi and May 1974). A number of studies shows that

the measure can be used to distinguish between groups in society that we would ordinarily consider to differ in their actualization levels (Jansen, Knapp and Michael 1979). Two studies have shown that groups of psychiatric patients scored lower (were less self-actualized) on virtually all the POI scales than groups of people judged by experienced clinical psychologists to be self-actualized (Fox, Knapp and Michael 1968).

A large number of studies has indicated that the POI can be utilized effectively to measure changes in self-actualization following sensitivity training and encounter group experiences. Dosamontes-Alpensen and Merrill (1980) administered the POI to groups of people before and after they participated in a number of group-therapy sessions. The results indicated that in comparison to the controls, participants in the therapy sessions become more self-actualizing; that is they, became more inner directed, spontaneous and self-accepting.

Knapp (1986) concluded that although the many investigations based on the POI have established that it has satisfactory reliability and validity, there has been a new attempt to influence the scale by extending and refining the concepts of activity measured by it. This new attempt involved the creation of new testing instrument called the Personal Orientation Dimensions (POD) (Shoslrom 1975; 1977). Researchers continue to use the POI until they are convinced the POD has more adequate psychiatric properties (Rolsby et al. 1989).

Instrument II: Personal Data Sheet (PDS)

The personal data sheet was developed by the researcher to obtain demographic information about the subjects enrolled in the study. A copy of the PDS is included in Appendix B. The subjects' age, ethnic/racial background, sex and state were included on the data sheet. In addition, the Dictionary of Occupational Titles' Level of Occupations was included and students were asked to indicate their career choices. Instructions outlining the various career choices were sent to each student. The students selected career choices based solely on their interest. The POI instrument was used to collect the relevant data for data analysis and for making inferences.

Procedure

The procedure for this study was conducted in ten steps as listed below. A copy of all correspondence is included in the Appendix A.

1. Letters were sent to all Upward Bound Programs currently funded in the southeastern region on January 7, 1991, requesting a list of senior students enrolled in the 1990-91 academic year. Two hundred fifty (255) graduating seniors were identified and a random sample of eighty five were selected from this list.
2. A second letter was sent to the projects who had senior level students chosen for the study. The packet mailed to these projects included the test manual, answer sheets and test booklets for the POI. A personal data sheet (PDS) was included to determine student career choice and general demographic data. A full description of categorized career choices also was included.

3. The researcher called all programs included in the study between January 30, 1991, and February 14, 1991, to inform them that the above referenced materials were forthcoming.
4. A letter with all requested materials was sent to all participating projects on February 18, 1991.
5. Follow-up phone calls were made to all participating projects between February 25-27, 1991, to make certain all packets were received and were complete.
6. Follow-up phone calls were made between March 5 - 15 to projects that had not returned requested materials.
7. All PDSs were administered between February 25 and March 3, 1991.
8. On March 16, 1991, all test results were mailed to the Education and Industrial Testing Service (EDITS) to have the POI machine scored. Sixty-six out of eighty-five of the surveys were returned. This represented a return rate of approximately 78% of the sample.
9. March 17, 1991, all Personal Data Sheets were reviewed and data compiled showing each subject's level of occupational choice based on the DOT hierarchical classification.
10. On March 21, 1991, scores on the POI were returned by EDITS.
11. March 25, 1991, the study was terminated.

Research Team

The research team consisted of Upward Bound Directors in the Southeastern Region and the researcher. The researcher contacted all of the Upward Bound Directors in the Southeastern Region and requested a list of senior students. The directors responded quickly to the request.

Data Collection

All data were collected by the principal researcher and participating Upward Bound Program Directors in the Southeastern Region. Each director of the Upward Bound programs submitted a list of graduating seniors. Using the table of random numbers, a sample of 66 students was selected.

Data Analysis

The Pearson Product Moment correlation statistical procedure was employed in the analysis of this data to test the correlation between the level of occupational aspiration and self-actualizing values stated in the null hypotheses. An analysis of this data is provided in Chapter 4.

CHAPTER 4

RESULTS

The purpose of the study was to determine the correlation between the self-actualizing values and level of occupational aspiration of Upward Bound high school senior students in the Southeastern region. The researcher utilized the Pearson Product-Moment Correlation Coefficient to test the correlation between level of occupational aspiration and self-actualizing values.

Statistical Results

The results are arranged in the following manner: Section A and Section B. Section A includes demographic information and occupational selections gathered from the personal data sheets and Section B includes the statistical results on the fourteen tested null hypotheses.

Section A: Demographic Information

Demographic data were obtained from the Personal Data Sheet to describe the sample used in this study. The personal information obtained from the instrument included student's classification, ethnic/racial composition, sex, age, and location of the project. This sample population was comprised of 18 year olds (61%) and 17 year olds (39%); 56% females and 44% males; 42% blacks, 38% whites and 20% Hispanics; 42% inner city participants, 17% suburban

participants, 29% rurally isolated participants, 12% mountain areas participants, and 100% senior students (refer to Tables 1-3).

Table 1, Upward Bound high school senior students in the southeastern region by sex and age, provides the number and percentage of males and females ages 17-18. There were 29 males and 37 females involved in this study. Forty-four percent (43.9%) of the subjects were male and 56.1% were female. Fifty-three percent (53%) of the students were 17 years old and 47% were 18 years old.

Table 1.--Upward Bound Senior High School Students in the Southeastern Region by Age and Sex

<u>Age and Sex</u>	<u>No.</u>	<u>%</u>
Males		
17 years old	13	20%
18 years old	16	24%
Total (males)	29	
Females		
17 years old	22	33%
18 years old	15	23%
Total (females)	37	
Total (both)	66	

Table 2, Upward Bound senior high school students in the southeastern region by race, provides the number and percentage of black, Hispanic and white students in the sample. Forty-two percent (42%) of the students were black, 38% were white and 20% were Hispanic.

Table 2.--Upward Bound Senior High School Students in the Southeastern Region by Race

<u>Race</u>	No.	%
Black	28	42
White	25	38
Hispanic	13	20
Total	66	

Table 3, Upward Bound high school senior students in the southeastern region by types of backgrounds, provides the percentage of subjects residing in the inner city, suburbs, rural and mountain areas of the region. Twenty-four percent (24%) of the male students resided in the inner city, while 27% of the female students resided in this area. Six percent (6%) of the female subjects resided in the suburbs, while none of the males resided in this area. Fifteen percent (15%) of the male subjects resided in the rurally isolated areas and 15%

Table 3.--Upward Bound High School Senior Students in the Southeastern Region by Type of Background (Inner City, Suburban, Rurally Isolated and Mountain Areas)

<u>Sex & Race</u>	% Inner City	% Suburban	% Rurally Isolated	% Mountain Areas
Males				
White	12%	0%	6%	4%
Black	6%	0%	7%	0%
Hispanic	6%	0%	2%	0%
Total Males	24%	0%	15%	4%
Females				
White	9%	2%	6%	4%
Black	12%	2%	6%	3%
Hispanic	6%	2%	3%	2%
Total Females	27%	6%	15%	9%

of the female subjects resided in this area. Four percent (4%) of the male subjects resided in the mountain areas and 9% of the female subjects resided in this same area.

Section B: Statistical Results for the Hypotheses

The fourteen hypotheses for this study stated: There are no statistically significant correlations between self-actualizing values and the level of occupational aspiration of Upward Bound high school senior students in the Southeastern region of

the United States. The level of significance was set at the .05 level. The Pearson r correlation was the statistical procedure utilized.

The Personal Orientation Inventory (POI) was the instrument used to measure self-actualization of the subjects. The time and support ratio scores cover two major areas important in personal development and interpersonal interaction. The support scales indicated whether a subject was characterized self-oriented or other-oriented. The time scales measured the degree to which the subject lived in the present as contrasted with the past or future (Table 4).

In response to the aforementioned hypotheses, the Pearson r was used to determine the correlations in this study. The selection of occupations was completed by each subject by circling the career choices on the DOT scale where "I" is highest and "IX" is lowest.

Although the DOT lists nine career-coded choices, the subjects in the study only selected choices one (1) through eight (8), thereby eliminating the ninth choice.

Essentially, a correlation coefficient (r) expresses the degree of correspondence, or relationship, between two sets of scores. The correlation can be positive or negative, thus the correlation can range from +1.00 to -1.00. A zero correlation indicates a complete absence of relationship. These correlations may be computed in various ways, depending on the nature of the data. The researcher used the Pearson Product-Moment Correlation Coefficient to analyze the collected data. This correlation coefficient takes into account not only the individual's

Table 4.--Ratio Scores from the POI for Upward Bound Senior Students in the Southeastern Region

	TIME RATIOS		SUPPORT RATIOS	
	Scores higher than 1:8	Scores lower than 1:8	Scores higher than 1:3	Scores lower than 1:3
Time competent	43 (35%)			
Time incompetent		23 (65%)		
Other directed			28 (43%)	
Inner directed				38 (57%)

N = 66

Time competent persons live primarily in the present with full awareness, contact and full feeling reactivity. The time ratio is on the average one (1) to eight (8). This ratio shows that the person lives primarily in the present and only secondarily in the past and future. Thirty-five percent (35%) of the sample population was time competent.

Time incompetent persons live primarily in the past, with guilt, regrets and resentments, and/or in the future with idealized goals, plans, expectations, predictions and fears. Sixty-five (65%) of the sample population was time incompetent.

Other directed persons appear to be motivated by peers and others for direction and tend to fear others' opinions. They experience a high level of anxiety. The O/I ratio of the outer directed person is lower than the 1:3 average score. Forty-three percent (43%) of the sample population was outer directed.

Inner directed persons have a source of direction that is inner in the sense that internal motivations are the guiding force rather than external influences. They are independent and self-supportive. The O/I ratio of the inner directed person is average -1.3 or above. Fifty-seven percent (57%) of the sample population was inner directed.

position in the group, but also the number of subject selections above or below the group mean (Anastasi 1986). Subjects falling above the average receive positive scores and those falling below receive negative scores.

The level of significance for this study was set at the .05 level. The probability of error is 5 out of 100. This means the chances are no greater than five out of 100 that the population correlation is zero. Significant levels refer to the risk of error used in drawing conclusions from the data (Anastasi 1986).

The results of this study were obtained using the fourteen hypotheses and correlating their occupational choices with their POI scores. The following tables reflect this correlation, whether a strong, moderate or weak correlation.

Nine occupational careers were available for students' selection. An analysis of the nine careers revealed that a majority (70%) of the students expressed an interest in three of the careers. Interest in the other careers on an individual basis was under eight (8) percent. The three most popular careers are: (1) professional, technical and managerial; (2) clerical and sales; and (3) Services (Table 5).

Students showed higher performance on Inner Directed scores on the local level as compared to the national mean on the POI. Students also showed higher performance in other directed on local scores as compared to the national mean.

Table 5.--Gender Response by Occupational Choices

Occupation	M	F	Total
1 - professional, technical and managerial	9	17	26
2 - clerical & sales	2	5	7
3 - service careers	7	6	13
4 - agricultural, fishery, forestry and related careers	1	2	3
5 - processing careers	2	4	6
6 - machine trade careers	3	2	5
7 - bench work careers	2	2	4
8 - structural work careers	0	2	2
9 - Miscellaneous	0	0	0
Total	26	40	66

Table 6 presents the means for both Upward Bound students and national norm means for the POI self-actualizing values. Of the fourteen variables, only those self-actualizing values for Upward Bound students that had a mean equal to or larger than the norm means were negative.

Table 6.--Comparison of National and Local Student Performance on the POI

Variable	Local Mean	National Mean
Time Incompetent (TI)	9.50	0.0
Time Competent (TC)	12.94	14.8
Other Directed (O)	48.92	53.2
Inner Directed (ID)	75.79	74.8
Self-Actualizing Values (SAV)	17.50	17.7
Existentiality (EX)	17.12	16.7
Feeling Reactivity (FR)	14.83	13.4
Spontaneity (S)	11.48	10.3
Self Regard (SR)	11.38	10.9
Self Acceptance (SA)	12.91	14.1
Nature of Man (NC)	9.77	11.4
Synergy (SY)	5.56	6.0
Acceptance of Aggression (AA)	15.00	15.0
Capacity for Intimate Contact (CIC)	17.24	14.9

Statistical Analysis and Findings

Ho¹: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Time Competent (TC) of Upward Bound high school senior students in the southeastern region of the United States.

TABLE 7.--Correlation Statistics Between Occupational Level and Time Competent Competent (TC)

Variable	N	df	r
OL	66		
TC	66	64	.0891

This is a weak correlation that is not significant at the .05 level. The Pearson Product-Moment Coefficient yielded an r value of .0891. Therefore, we accept Hypothesis 1.

Ho²: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Inner Directed (ID) Upward Bound high school senior students in the southeastern region of the United States.

TABLE 8.--Correlation Statistics Between Occupational Levels and Inner Directed (ID)

Variable	N	df	r
OL	66		
ID	66	64	-.2052

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.2052. This is a weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 2.

Ho³: There is no statistically significant correlation between the level of occupational aspiration and the Self-actualizing Value of (SAV) of Upward Bound high school senior students in the southeastern region of the United States.

Table 9.--Correlation Statistics Between Level of Occupational Aspiration and Self-Actualizing Value (SAV)

Variable	N	df	r
OL	66		
SAV	66	64	-.2751

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.2751. This is a moderate correlation that is significant at the .05 level. Therefore, we accept hypothesis 3.

Ho⁴: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Existentiality (EX) of Upward Bound high school senior students in the southeastern region of the United States.

Table 10.--Correlation Statistics Between Level of Occupational Aspiration and Existentiality (EX)

Variable	N	df	r
OL	66		
EX	66	64	-.1012

This is a weak inverse correlation that is not statistically significant at the .05 level. The Pearson-Product Moment Correlation Coefficient yielded a r value of -.1012. Therefore, we accept hypothesis 4.

Ho⁵: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Feeling Reactivity (FR) of Upward Bound high school senior students in the southeastern region of the United States.

Table 11.--Correlation Statistics Between Level of Occupational Aspiration and Feeling Reactivity (FR)

Variable	N	df	r
OL	66		
FR	66	64	-.2478

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.2478. This is a moderate inverse correlation that is significant at the .05 level. Therefore, we reject hypothesis 5.

Ho⁶: There is no statistically significant Correlation between the level of occupational aspiration and the self-actualizing value of Acceptance of Aggression (AA) of Upward Bound high school senior students in the southeastern region of the United States.

Table 12.--Correlation Statistics Between Level of Occupational Aspiration and Acceptance of Aggression (AA)

Variable	N	df	r
OL	66		
AA	66	64	-.1749

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.1749. This is a weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 6.

Ho⁷: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Capacity for Intimate Contact (CIC) of Upward Bound high school senior students in the southeastern region of the United States.

Table 13.--Correlation Statistics Between Level of Occupational Aspiration and Capacity for Intimate Contact (CIC)

Variable	N	df	r
OL	66		
CIC	66	64	-.1246

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.1246. This is a weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 7.

Ho⁸: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of the Time Incompetent (TI) of Upward Bound high school senior students in the southeastern region of the United States.

Table 14.--Correlation Statistics Between Level of Occupational Aspiration and Time Incompetent (TI)

Variable	N	df	r
OC	66		
TI	66	64	-.0368

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.0368. This is a very weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 8.

Ho⁹: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Other Directed (O) of Upward Bound high school senior students in the southeastern region of the United States.

Table 15.--Correlation Statistics Between Level of Occupational Aspiration and Other Directed (O)

Variable	N	df	r
OL	66		
O	66	64	.0450

The Pearson-Product Moment Correlation Coefficient yielded a r value of .0450. This is a very weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 9.

Ho¹⁰: There is no statistically significant correlation between the level of occupational aspiration and Spontaneity (S) of Upward Bound high school senior students in the southeastern region of the United States.

Table 16.--Correlation Statistics Between Level of Occupational Aspiration and Spontaneity (S)

Variable	N	df	r
OL	66		
S	66	64	-.0445

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.0445. This is a very weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 10.

Ho¹¹: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Self-Regard (SR) of Upward Bound high school senior students in the southeastern region of the United States.

Table 17.--Correlation Statistics Between Level of Occupational Aspiration and Self-Regard (SR)

Variable	N	df	r
OL	66		
SR	66	64	-.2058

The Pearson-Product Moment Correlation Coefficient yielded a r value of .2058. This is a very weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 11.

Ho¹²: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Self Acceptance (SA) of Upward Bound high school senior students in the southeastern region of the United States.

Table 18.--Correlation Statistics Between Level of Occupational Aspiration and Self-Acceptance (SA)

Variable	N	df	r
OL	66		
SA	66	64	.2092

The Pearson-Product Moment Correlation Coefficient yielded a r value of .2092. This is a very weak inverse correlation that is not significant at the .05 level. Therefore, we accept hypothesis 12.

Ho¹³: There is no statistically significant correlation between the level of occupational aspiration of the self-actualizing value of Nature of Man (NC) of Upward Bound high school senior students in the southeastern region of the United States.

Table 19.--Correlation Statistics Between Level of Occupational Aspiration and Nature of Man (NC)

Variable	N	df	r
OL	66		
NC	66	64	-.2227

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.2227. This is a weak correlation that is not significant at the .05 level. Therefore, we accept hypothesis 13.

Ho¹⁴: There is no statistically significant correlation between the level of occupational aspiration and the self-actualizing value of Synergy (SY) of upward Bound high school senior students in the southeastern region of the United States.

Table 20.--Correlation Statistics Between Level of Occupational Aspiration and Synergy (SY)

Variable	N	df	r
OL	66		
SY	66	64	-.2452

The Pearson-Product Moment Correlation Coefficient yielded a r value of -.2452. This is a moderate inverse correlation that is significant at the .05 level. Therefore, we reject hypothesis 14.

Summary

There were fourteen hypotheses tested in the study at the .05 level of significance. Only tests of hypotheses 3, 5 and 14 showed a statistically significant correlation at the .05 level and were accepted at that level. The remaining eleven hypotheses were not statistically significant at the .05 level and, therefore, the researcher accepted the null hypotheses in 78% of the hypotheses. The researcher concluded that there is no statistically significant correlation between level of occupational aspiration and self-actualizing values of senior Upward Bound students in the southeastern region.

CHAPTER 5

DISCUSSION

Introduction

The purpose of this study was to determine if there was a correlation between self-actualizing values and level of occupational aspiration of high school senior students in the Southeastern Region of the United States. The Personal Orientation Inventory (POI) was used to measure the subjects' level of self-actualizing values. Fourteen null hypotheses were tested to determine the correlation between level of occupational aspiration and self-actualizing values. A personal data sheet (PDS) also was used to obtain information to describe students in the study and to collect students' career choices from the DOT. The information gathered from this instrument indicated that the typical student was a black female senior who lived in the inner cities of the Southeastern Region of the United States.

The hypotheses of the study stated that there was no statistically significant correlation between the fourteen self-actualizing values and the levels of occupational aspiration of Upward Bound high school senior students located in the southeastern United States. The Pearson Product Moment Correlation Coefficient was the statistical procedure utilized to test these hypotheses. This analysis provided fourteen findings for the interpretation of data. After carefully correlating students' level of occupational aspiration with the POI scores, it was found that there was a statistically significant correlation between three of the self-actualizing values and occupational

aspirations of the sample study. The three areas for which statistically significant correlations were found were Self-Actualizing Values, Feeling Reactivity and Synergy.

Implications and Discussion of the Correlation Between Self-Actualizing Values and Occupational Aspiration of Students in the Southeastern Region

Because the null hypothesis regarding the correlation between self-actualizing values (SAVs) and occupation aspiration (OA) was rejected at the .05 level of significance, it was concluded that there is no positive and strong correlation between student occupational aspiration and self-actualizing values.

Self-actualizing Values measure affirmation of primary values of self-actualizing persons. These individuals are less time competent than time incompetent, and more inner directed than other directed. The source of inner direction seems to be implanted early in life and the direction is guided by a small number of principles (Shostrom 1968). The source of direction for the individual is inner in the sense that internal motivations are the guiding force rather than external influences. The time incompetent person lives more in the past or future than in the present. These students live with idealized goals, plans, expectations, predictions and fears. Such persons engage in meaningless activities and unreflective concentration and are often depicted as busy-bodies who are always actively avoiding facing themselves (Shostrom 1968). A statistically significant correlation between self-actualizing values and choices clearly indicates that these students, in spite of their college preparatory program, expect to attend college. This study supports the philosophy of Upward

Bound Programs that are designed to generate skills and motivation in students from disadvantaged backgrounds who have the potential to enter post-secondary programs. It is common knowledge that the students begin school with a learning gap in areas that schools and mainstream economic and social institutions value. Pre-college programs such as Upward Bound must address factors such as low self-esteem and lack of life goals such as career choices.

Feeling Reactivity: A statistically significant correlation between feeling reactivity and level of occupational aspiration is the second self-actualizing significant value. Feeling reactivity measures sensitivity of responsiveness to one's own needs and feelings. One of the most essential self-actualizing values is feeling reactivity as it relates to the Upward Bound student. If these students are sensitive to their own needs and feelings, they have a better grasp of the importance of a career. They understand that the selection of an occupation is a determinant of future success. This career choice will address the needs of the student to lead a meaningful life with adequate financial resources to sustain their livelihood.

Synergy: A statistically significant correlation between synergy and level of occupational aspiration is the third self-actualizing significant value. Synergy measures the ability to be synergistic, to transcend dichotomies. A statistically significant correlation in this value shows the ability of these Upward Bound students to see opposites of life as meaningfully related.

When one is synergetic one sees that work and play as not different, that lust and love, selfishness and unselfishness, and other dichotomies are not really opposites at all. This requires a degree of sophistication and an understanding of life as not antagonistic. This is a value that should be highly commended for such a group of so-called "at risk" students to possess in spite of the odds. The many seminars and workshops conducted by Upward Bound staff to orientate students to several facets of life, career choices and other aspirations, should be the factors that yield the significant value of synergy.

Insignificant Correlation Between Self-actualizing Values and Occupational Aspiration

Students did not show a statistically significant correlation between occupational aspiration and the following scales of self-actualizing values: (1) Time Competence; (2) Inner Directed; (3) Existentiality; (4) Spontaneity; (5) Self-regard; (6) Nature of Man; (7) Self-acceptance; (8) Acceptance of Regression; and (9) Capacity for Intimate Contact. Time competence measures the degree to which one is "presently" oriented. A low score in this ratio indicates that subjects lived more in the past and future than subjects who scored high in this area.

Inner Directed measures whether reactivity orientation is basically toward others or self. A low score in the support ratio indicates that subjects depend more on the values of others than on their own inner strengths.

Existentiality measures the ability to situationally or existentially react without rigid adherence to principles. A low score in this self-actualizing value indicates that

these students are bound by a system that functions with rigid adherence to principles. It is difficult for them to react without these rigid principles.

Spontaneity measures freedom to react spontaneously and to be oneself. A low score on this scale indicates that subjects were unable to freely react to situations without adhering to the rigid principles discussed in existentiality. There was a reluctance to be oneself; instead, subjects chose to mimic the behavior of others.

Self-regard measures affirmation of self because of worth or strength. A low score on this scale indicates that subjects had poor self-regard and self-confidence. This low score also revealed the inability of these subjects to realize their strengths.

Self-acceptance measures affirmation or acceptance of self in spite of weaknesses. A low score on this scale indicates that subjects were unable to accept themselves in spite of weaknesses.

Nature of Man measures the degree of the constructive view of man, masculinity and femininity. A low score on this scale indicates that the subjects were unable to view the nature of man as basically good without rigid guidelines.

Acceptance of Aggression measures the ability to accept one's natural aggression as opposed to defensiveness, denial and repression of aggression. A low score on this scale indicates the subject's inability to overcome guilt thoughts about the natural aggressive state of man's nature.

Capacity for Intimate Contact measures the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations. A low score in this area indicates that the subjects were unable to coordinate life

styles with others intimately without becoming submerged in the expectations of others.

Summary of Implications and Discussion of Upward Bound

The self-actualizing person is one who is more fully functioning and who lives a more even life than lives the average person. This person capitalizes on his strengths and understands his weaknesses. He uses his potential to the fullest extent. In interpreting the ratio scores of Time Ratio and Support Ratio of the subjects of the study only 35% of the participants were time competent while 57% were inner directed. This means that over 50% of the subjects depended primarily on their own feelings and secondarily on the feelings of others in their choices and decisions even though they may have been time incompetent.

Previous research studies in Upward Bound substantiate the need to continue programs of this nature. According to follow-up data collected from the Research Triangle (RTI) during the 1977 academic year (Executive Summary 1977), the data were generally accepted as reliable and within reasonable tolerance levels. The overall response rate was 71% and the data representative of 95% of the original sample of 54 programs. The data on the educational progress and persistence of these students and the students' expectations, problems and program effects were unrelated. The study revealed that Upward Bound students entered college and persisted longer than non-participating students. The program has a positive effect on students attending college and pursuing 4-year baccalaureate degrees. This suggests to the researcher that students' occupational aspirations are linked to self-actualizing values

when one looks at their self-esteem, their aggression, their self-regard, feeling reactivity and self acceptance.

The findings of this study also are supported by Young and Exum (1982) who conducted an evaluation of Upward Bound Programs which focused on measuring whether the program was meeting its intended objectives and whether these objectives were measurable. Participants were 34 senior students pretested with the California Achievement Test (CAT) 1977 series at level 19, grades 9 through 12. Minority students were represented in the norms and made up approximately 15% of the standardized sample. Participants were in residence on campus for eight weeks. The results clearly indicated academic development across language art and the quantitative findings were present. The study concludes that Upward Bound programs present information in manners that support differences in learning styles. In addition, it was felt that the emphasis on mastery learning, counseling and academic guidance served to increase the ability of the participants to function in academic situations. This supports this study's research findings that self-actualizing values are significantly related to level of occupational aspiration (college entrances and graduations).

Today, Upward Bound is the oldest federal program sponsored by the U.S. Department of Education since 1965. Its components of counseling and instruction increased the number of participants attending post secondary institutions and the number that graduate and enter meaningful careers attribute to the counseling programs that provide a nurturing of their needs because they are low-income first

generation persons. The POI scores of these students correlated with the self actualizing values clearly indicate that the students in this region would show weak statistically significant correlation between level of occupational aspiration and self-actualizing values.

The choice of an occupation influences every other aspect of life. It determines the persons with whom the worker will associate during much of the day; it affects the choice of friends and possibly the choice of a marriage partner and determines where the family will live. It may directly affect the persons health (Dillard 1985). Upward Bound senior students in the Southeastern Region must understand these influences and how the career changes the values, ideal, standard and daily conduct of the employee. The counseling components of the Upward Bound programs address these influences in both the academic year and summer year phases of the program. The current study reveals that subjects in this sample's occupational aspirations showed a statistically significant correlation with three of the most important values in self-actualizing values as measured by the POI in Chapter 4 results. The three areas of significance were (1) synergy, (2) self-actualizing values, and (3) feeling reactivity.

The evaluation of self actualization as measured by the POI is not an easy assessment, due to the levels to which this affective measure yields a precise score (Maslow 1970). For example, each subscale falls under one of the following categories: Valuing, feeling, self-perceptions, synergistic awareness, and interpersonal sensation. These systems of values which high school students develop are directly related to the kind of people they are and will be, as well as the quality of

the relationships they form. The inward assessment of POI variables is based on the perceptions and communications of other people toward the student (Parker and McDavis 1989). Significant others, parents, teachers and peers as well as the individual, play a major role in the development of self-actualizing values.

Recommendations

Recommendations suggested by this study follow:

1. Strategies that address the low-self-esteem that is inferred from inventories such as the POI should be developed and dispersed on the elementary and secondary levels.
2. Elementary and secondary level counselors should incorporate more group counseling and individual counseling sessions

into their daily schedules to better acquaint students with occupational choices.
3. A mentoring program to further complement the counseling sessions that employs role models from the local community.
4. Parents in the immediate environment should be taught in the evenings and on Saturdays to better address issues that may prohibit students from becoming self-actualized.
5. Various avenues of music, drama, art and dance should be incorporated in programs at all levels so that students may better express their feelings and concerns of which counselors and other personnel can review to determine what negative factors may prohibit them from achieving their occupational aspirations.
6. Small parent groups of the Upward Bound Programs should visit Saturday programs during the summer to gain first hand information about counseling sessions.
7. Instructors should attend workshops designed by the counselor explaining self-actualization and career choices.

8. Field trips to career choice areas should be scheduled by the counselor.
9. Pre and post vocational inventories should be administered and interpreted. Results should be monitored for behavioral changes.
10. Special projects should be developed by students in counseling sessions that address self-actualization.
11. Periodic evaluations should be conducted by directors that address the need for counseling.

The researcher suggests that the Upward Bound Programs in the Southeastern Region of the United States, the poorest pocket of the country, spend time in their projects addressing self-actualizing values and the effects on student performance. Each year the U.S. Department of Education provides training sessions for employees to better serve program recipients and maximize the performance of students. The priorities for funding have not included updated counseling theories and/or techniques. A training program should be addressed to develop counseling programs centered around Abraham Maslow's hierarchy of needs. These students are low income first generation and are categorized as high risk. Over 40% of the participants are from black families which make the likelihood of achieving goals and aspirations much higher than whites in similar socioeconomic groups. The U. S. Department of Education should employ a single research team to assist Upward Bound Programs in assessing the occupational opportunities and self-actualizing values of the students on a pre and post basis over a five-year period.

Summary

The literature review contained studies commissioned by the U.S. Secretary of Education that substantiated that Upward Bound students were four times more likely to enter post-secondary programs and complete their degree programs than students from similar backgrounds who were enrolled in Upward Bound.

Upward Bound students who also are at risk students experience a multiplicity of problems characterized as potential forerunners to failure. However, the intervention of counseling, tutoring and instruction offered by these programs provide a gleam of hope to eradicate these problems. When self-actualizing values were correlated with level of occupational aspiration, interesting findings emerged from this study. The three statistically significant correlations of self-actualizing values, synergy and feeling reactivity were the three crucial values to the success of these students. These students held values of self-actualized persons, were sensitive to their own needs, and were able to see opposites of life as meaningful. Although only three of the fourteen tested null hypotheses were statistically significant at the .05 level, the researcher found this significance to be germane to the success of Upward Bound students, especially in their career choices. When students are sensitive to their own needs, they understand the value of a good education and the importance of the right career choice to sustain their livelihood and escape the vicious cycle of poverty. If an Upward Bound student can move from physiological needs and the need for safety, they can better progress to higher levels of self-actualization. Too many of these

students forever struggle to move from the basic needs to the meta needs thereby reducing their chances for self-actualization.

Students from inner city backgrounds scored higher on time ratios of support scales than students from the rural, suburban or mountain areas. Students from the suburban areas scored higher on self-acceptance, self-regard and capacity for intimate contact than students from other geographical areas of the regions. Students in the mountain areas scored lower on the valuing scales and feeling reactivity than any of the other geographical areas. White females were more time competent than any others, but black females were more self accepting and had higher self-regard. Black females also were more able to see opposites as meaningful in the area of synergy than any other members of the study. Although these students were from similar backgrounds, the racial and cultural differences play significant roles in this study and their values as measured by the POI Scales.

Self-Actualization is a theory developed by Abraham Maslow to address the need for more persons to become aware of themselves and consequently perform better and live a less stressful life. The Upward Bound student in the Southeastern Region continues to experience acute poverty and ignorance. Many of them are from families where they are not only the first to attend college but they also are the first to complete high school. The increased drug users in rural as well as inner cities where most of these students reside, is an additional crippling device that prohibits these students from reaching the self-actualization peak of Maslow's theory. Teenage pregnancies and juvenile delinquency add to this synergy, making it almost hopeless

for these students to achieve any of their occupational aspirations. The researcher understands the ill defined goals and aspirations of these students because the researcher has been a Program Director for these grants for over eighteen years. It can not be reiterated enough that students need structure and guidance in their quest for utilizing sensitive professional staff members of the Program and the Department of Education who can assist these students in increasing their self-regard, thereby, bringing them closer to the self-actualized process.

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APPENDIX A
CORRESPONDENCE

January 29, 1991

Dear Upward Bound Student:

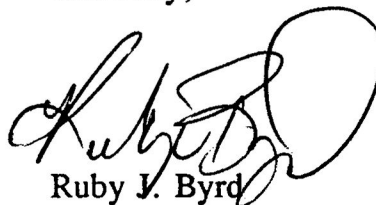
Congratulations on your accomplishments thus far as potential 1992 graduates. You have been selected to participate in a short study that I am conducting for my dissertation. The study is designed to determine whether there are relationships between self-actualizing values and levels of occupational aspirations of senior Upward Bound students in the southeastern region.

A personal data sheet will be sent to you to complete along with a list of career choices that you will check. The Personal Orientation Inventory (POI) will be sent to your director and he/she will administer this inventory to you. The POI is designed to measure self-actualizing values. The director will explain these values and how they relate to your success.

If there are any questions, please feel free to let me know by calling me at (404) 215-2671.

Thank you for helping others to help themselves.


Sincerely,



Ruby J. Byrd

MEMORANDUM

TO: All Upward Bound Directors

FROM: Ruby Byrd
Director TRIO Programs 

DATE: January 6, 1991

RE: Current List of Senior Students

I am a doctoral student enrolled at Clark Atlanta University. I am in the process of preparing my dissertation defense for the semester. I have chosen as my topic, "The Relationships Between Level of Occupational Aspiration and Self-Actualizing Values of Upward Bound High School Students in the Southeastern United States". Please send me a list of students who fall in this category.

There is an estimated number of three hundred senior students in this region. I will randomly select one-third of this population (300) to use in my study. After the selection process, a letter will be forthcoming requesting students to complete the Personal Data Sheet to obtain demographic data and select a career choice based on the nine codes from the Directory of Occupational Titles. In addition, the Personal Orientation Inventory (POI) will be sent to you to administer to your students if they are selected for the study. A complete packet will be sent with instructions. The results of each student will be interpreted and sent to you for your files.

Thank you for your assistance.

RB:la

April 2, 1991

Dear Project Director:

I would like to convey my deepest appreciation to you and members of your staff for the administration and collection of the Personal Orientation Inventory (POI) to your Upward Bound Senior students. It is only through the hard work and dedication of persons like you that we are able to continue to realize success.

Thank you so very much for all of your assistance.

Sincerely,



Ruby L. Byrd

**PERSONAL DATA SHEET
OF
UPWARD BOUND STUDENTS**

90

Name _____

Sex _____

Classification _____

Ethnic/Racial Background _____

Home Setting: _____ Rural _____ Urban _____ Inner City

Career Choice:

Please select the one category that best describes the occupation you plan to pursue after completion of postsecondary education. Please circle your response. Thank you.

- 01 Professional, technical, and managerial careers
- 2 Clerical and sales careers
- 3 Service careers
- 4 Agricultural, fishery, forestry, and related careers
- 5 Processing careers
- 6 Machine trade careers
- 7 Bench work careers
- 8 Structural work careers
- 9 Miscellaneous careers

Please ask your program directors and counselors for further explanations of these categories.

APPENDIX B
CAREER CODE CLASSIFICATION

CAREER CODE CLASSIFICATION

The fourth edition of the **Dictionary of Occupational Titles (DOT)**, developed by the U.S. Department of Labor, uses a nine-digit career (or occupational) code (for example, 191.267-010). Together, these nine digits provide an identification code for a particular career which differentiates it from all others.

These broad categories are listed as follows.

- 0/1 Professional, technical, and managerial careers
- 2 Clerical and sales careers
- 3 Service careers
- 4 Agricultural, fishery, forestry, and related careers
- 5 Processing careers
- 6 Machine trade careers
- 7 Bench work careers
- 8 Structural work careers
- 9 Miscellaneous careers

The **professional, technical, and managerial careers** category includes positions dealing with the theoretical and practical features of such fields as architecture; engineering; mathematics; physical sciences; social sciences; medicine and health; education; museum, library, and archival sciences; law; theology; the arts; recreation; administrative specialties; and management. Additionally, this category describes careers which support scientists and engineers, for example, operating radios, piloting aircraft, and directing the course of ships. Most of the support careers require substantial educational preparation, usually at a university, college, community junior college, or technical institute.

The **clerical and sales careers** category has two sub-categories. Clerical careers deal with preparing, transcribing, systematizing, and preserving records, distributing information, and collecting accounts. Sales careers include influencing customers in favor of a commodity or service. Careers closely identified with sales transactions are part of this subcategory, even though they do not entail active involvement in the selling process. Clerical workers usually receive specialized training in high school or college. Educational requirements for sales vary with the career, ranging from no persons dealing with sophisticated products or services. For many sales positions, high school training, good interpersonal skills, and the ability to convince people are the only requirements.

Service careers deal with providing domestic services in private homes; preparing food and drink in commercial, institutional, or other establishments; providing lodging and related services; providing grooming, cosmetic, and other personal and health care services for children and adults; maintaining and cleaning clothing or other apparel; providing protection for people and property; attending to the comfort or requests of patrons; and cleaning and maintaining building interiors. Many service careers require few special abilities and little, if any, educational training. One can learn most of these careers through experience or on-the-job training. Some personal service careers do require training courses, ranging from a few months to a year.

Agricultural, fishery, forestry, and related careers focus on propagating (or multiplying), growing, caring for, and gathering plant and animal life and products; logging timber tracts; catching, hunting, and trapping animal life; and caring for parks, gardens, and grounds. In addition, there are careers which provide related support services. Some agricultural workers state that job experience best prepares them for work, while others, working in scientific aspects of agriculture, say they must first study techniques and methods at a four-year agricultural college. Many fishery workers learn the business through experience. Forestry requirements vary according to the level of the position.

Processing careers deal with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials and products. Workers must have a knowledge of relevant processes and follow specific formulas or other requirements. Processing equipment includes mixing machines, crushers, grinders, vats, stills, ovens, or furnaces. Educational preparation requirements vary but can include completing high school, apprenticeship, college, or technical institute. Most skilled workers serve a three-or four-year apprenticeship. Some beginners become journeymen because of educational training and/or work experience.

Machine trade careers include operating machines which feed into or prepare other machines to bore, cut, mill, print, abrade (wear down or scrape away) and similarly handle such materials as stone, paper, wood, and metal. This career category requires some complex tasks. Complex work may be understanding machine functions, reading blueprints, making mathematical calculations, and making decisions to obtain adherence to particulars. Simple tasks may require outstanding eye-hand coordination. These broad tasks include disassembly, repair, reassembly, installation, machinery and mechanical maintenance, weaving, and knitting. Educational requirements vary based on the level of a position within this category. Many entry requirements in machine trade careers are similar to those in the processing careers category.

Bench work careers deal with using hand tools and bench machines to fabricate or repair relatively small items, such as light bulbs, tires, jewelry, or footwear. Generally workers are at a bench,, worktable, or conveyor, located in a plant or shop. At more complex levels, a worker must be able to read blueprints, follow patterns, apply various hand tools, and assume responsibility to attain standards. At less complex levels, she might be responsible for following accepted work procedures. Preparation often can be obtained through work apprenticeship, vocational- technical schools, or community college.

The **structural work careers** category focuses on repairing, installing, paving, erecting, and fabricating structures and structural parts. Work usually takes place outside a factory or shop environment, except for factory production line careers. Although workers use stationary machines, the machines are less important than hand tools and power tools. Often, workers must be knowledgeable of the capabilities of their materials in regard to stress, durability, and resistance. This career category requires some skill, although workers can learn them in a relatively short time--a few weeks or months--or while working. Educational requirements may vary according to the functional level of the work performed.

The **miscellaneous careers** category represents careers which deal with transporting persons; packaging and transporting materials; mining, producing and distributing utilities; providing varied services in the communication media; producing graphic work; and working at other unlisted careers. The unskilled work in this category is among the easiest to enter because educational and training requirements may not be very high.

The U.S. Department of Labor further breaks down these nine broad career categories into ninety-seven career divisions and describes them in detail in the DOT (*Dictionary of occupational Titles*). Say you want to find information about the career title, real estate appraiser, whose DOT nine-digit code number is 191.267-010. The first digit (1) indicates that this particular career is found in the category, *professional, technical, and managerial careers*.

The second digit indicates the division within the category. There are fifteen divisions within the professional, technical, and managerial careers category. These divisions follow:

00/01	Careers in architecture, engineering, and surveying
02	Careers in mathematics and physical sciences
04	Careers in life sciences
05	Careers in social sciences
07	Careers in medicine and health
09	Careers in education
10	Careers in museum, library, and archival sciences
11	Careers in law and jurisprudence
12	Careers in religion and theology
13	Careers in writing
14	Careers in art
15	Careers in entertainment and recreation
16	Careers in administrative specializations
18	Managers and officials, not elsewhere classified
19	Miscellaneous professional, technical, and managerial careers

In the example, the first two digits (19) locate the career in the miscellaneous professional, technical, and managerial careers division. The third digit combined with the first two (191) defines the career group within the division. The eight groups within the *miscellaneous professional, technical, and managerial careers* division are as follows:

191	Agents and appraisers, not elsewhere classified
193	Radio operators
194	Sound, film, videotape recording, and reproduction careers
195	Careers in social and welfare work
196	Airplane pilots and navigators
197	Ship captains, mates, pilots, and engineers
198	Railroad conductors
199	Miscellaneous professional, technical, and managerial careers

The three digits in the example (191) locate the career in the Agents and appraisers career group.

The middle three digits of the DOT classification code describe three tasks the worker performs in a particular career. Every career requires a person to perform, to some degree, in relation to data (ideas), people, and things. Each middle digit indicates the worker's relationship to these factors.

DATA (4th Digit)	PEOPLE (5th Digit)	THINGS (6th Digit)
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordination	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating/controlling
3 Compiling	3 Supervising	3 Driving/Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking/Signalling	6 Feeding/Offbeating
	7 Serving	7 Handling
	8 Taking Instructions/ Helping	

The worker functions code (267) may relate to any career group. These three middle digits, which can be part of the code for a real estate appraiser, indicate that the worker is *analyzing* in relation to data (2), *speaking/signalling* in relation to people (6), and *handling* in relation to things (7). The appraiser is near the top of the list requiring involvement with data but lower on the work performance lists involving people and things. The worker functions become progressively complex as the numbers in each group decrease.

The last three digits of the code number (010) indicate a specific career within a career group. For instance, many careers may have the same first six digits, but the last three digits differentiate one particular career from all others. If there is more than one career with the same first six digits, the last three digits are usually listed in alphabetical order of titles and by adding four to each new title (010, 014, 018, 022, 026, 030, and the like).

APPENDIX C
CONSENT FORM

CONSENT FOR PARTICIPATION IN RESEARCH STUDY
(STUDENT)

I hereby agree to participate in the research study to be conducted at my Upward Bound Program. I understand that the procedures in this study will be done in one session and will take approximately one hour to complete. I understand that the purpose of my involvement in this research study is to determine the relationship between the level of occupational aspirations and self actualizing values of senior high school Upward Bound students in the Southeastern Region of the United States. I also understand that I will be administered the Personal Orientation Inventory. I understand that there will be no alternative experience involved in this study.

I further understand that my participation in this study is entirely voluntary and that I may decline to enter or may withdraw from it at any time without jeopardy to my further experience. I understand that the investigator may drop me from the study as long as it is not detrimental to me.

(Project Director)

(Participant)

(Date)